Mercedes Gómez Masip / Final Assignment

**A LISTENING AND SPEAKING LESSON PLAN**

CLASS PROFILE AND TEACHING CONTENT

The following lesson plan will form part of a scheme of work entitled, *Songs, treated as poems - Fiction Literary Texts*. This scheme of work and this particular lesson plan, is specifically for the 1st year of ESO, group A / Linguistic session; it is made up of 28 students, all of whom will turn 13 this academic year.

The secondary school where I work follows the CAM bilingual project and the students are being taught using the guidelines from the “Advanced Curriculum”. All of the students have entered the linguistic section having passed the Cambridge KET exam (equivalent of an A2 level in the Common European Language Framework).

The school which is situated in a middle class area is located in the centre of the community of Madrid. The school is one of the oldest schools in Madrid. It has a bilingual library, which many bilingual students take advantage of.

- GENERAL LESSON AIMS -

|  |  |
| --- | --- |
| Group 1 ESO / A (Linguistic Section) | LENGTH OF TIME / LESSON: 50 MINUTES  Analyzing a song and using it to start a discussion on child abuse |

- 1 ESO ADVANCED CURRICULUM OBJECTIVES -

1. To understand general and specific information from oral text that unfolds in different situations.

Basic (Listening) Skills:

* All students will follow the basic - surface level meaning –of the song.
* All students will understand

The setting (second floor of a block of flats) probably in a big city

The experience

* All students will understand the vocabulary (clumsy, argue, floor, fight, hut) through visual prompts and miming.

High Level Skills:

***Most* students** will interpret the story at a deeper level; interpret the characters personality from the song (explicit character). ***Most* students** will infer the use of language for a specific effect on the listener of the song. (through discussion). ***Some* students** will pick up on the song writer’s intention. Make them aware of the child abuse and also make them aware of the implicit characters: the neighbours or close family that are not doing anything to help the child. They will be able to discuss if they would or wouldn’t do anything, such as call the police, tell a teacher etc. What would happen if that child was of his / her school friends?

Mercedes Gómez Masip / Final Assignment

- LESSON PROCEDURE -

|  |  |  |  |
| --- | --- | --- | --- |
| TIME | Teacher Activity | Pupil Activity | Expected Outcome |
| 5 mins | I explain that we are dealing with a song. I read out the words that rhyme and I tell them to pay special attention to the rhyme and rhythm of the song. | Students activate their background knowledge on poems. (Songs treated as poems.) | The students are supposed to notice the words that rhyme and underline them. |
| 10 – 15 mins | I show some students some images of the vocabulary I would like to teach them and I tell them to predict what they think is going to happen. | Students mime the images. | To memorize the new vocabulary and guess the meaning. |
| 20 mins | I play the song twice and tell the students to fill in the gaps. | Students listen and fill in the gaps. | The students will follow the surface information: who, what, where, when and how. |
| 10 mins | Invite students to ask any questions they feel like asking. Start a debate about child abuse and what they think of it. Extend the song to deduce what happened to the child next. | Express their opinion on the matter. Ask questions about the social aspects. Students tell me orally what happened to the child next or write up an explanation for homework. | Activate listening of the song by answering or asking questions and make them think of the implications. |

- RESOURCES / MATERIALS -

-Pupils are given a photocopy with the images and the song.

-A CD player and the music.

- SONG -

Suzanne Vega – Luka Words in brackets will be the gaps to fill in.

My name is Luka

I live on the second (floor)

I live upstairs from you

Yes I think you've seen me (before)

If you hear something late at (night)

Some kind of trouble. some kind of (fight)

Just don't ask me what it was

Just don't ask me what it was

Just don't ask me what it was

I think it's because I'm (clumsy)

I try not to talk too (loud)

Maybe it's because I'm (crazy)

I try not to act too (proud)

They only hit until you (cry)

And after that you don't ask (why)

You just don't argue anymore

You just don't argue anymore

You just don't argue anymore

Yes I think I'm (okay)

I walked into the door again

Well, if you ask that's what I'll (say)

And it's not your business (anyway)

I guess I'd like to be (alone)

With nothing broken, nothing (thrown)

Just don't ask me how I am

Just don't ask me how I am

Just don't ask me how I am

My name is Luka

I live on the second (floor)

I live upstairs from you

Yes I think you've seen me (before)

If you hear something late at (night)

Some kind of trouble. some kind of (fight)

Just don't ask me what it was

Just don't ask me what it was

Just don't ask me what it was

They only hit until you (cry)

And after that you don't ask (why)

You just don't argue anymore

You just don't argue anymore

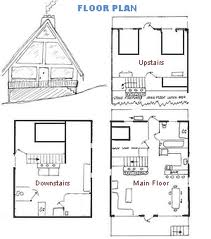
You just don't argue anymore

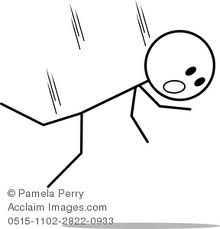
Words with the Images

ARGUE HIT FIGHT

FLOOR CLUMSY



- EVALUATION -

1 To identify and understand the general idea and the most specific information regarding the song.

* I will observe that students are matching the vocabulary to the image.
* I will ask weaker students factual (surface) questions: Who? When? Where? What?
* I will ask students if they heard vocabulary we have studied so far.
* I will ask students if they recalled any rhetorical devices and the effect they had on the listener.
* I will ask stronger students to explain what they think of the characters personality (Luka) and also what they think of the neighbour’s personality and to justify their opinion with evidence.